PHILOSOPHY/RATIONALE

Mission Statement

The mission of the library media program is to ensure that students and staff are effective users of ideas and information. This mission is accomplished by:

- Providing intellectual and physical access to materials in all formats;
- Providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas; and
- Working with other educators to design learning strategies to meet the needs of individual students.

This mission focuses on offering programs and services that are centered on information literacy and that are designed around active, authentic student learning as described in the New Jersey Core Curriculum Content Standards, Curriculum Literacy Standards for Student Learning as prepared by the American Association of School Librarians, and the Association for Educational Communications and Technology (Information Power: Guidelines for School Library Media Programs 1988).

Learning is an ongoing process with informational needs, resources, and technologies constantly changing. Students must be prepared to acquire materials and resources to meet their needs in the 21st century. They will need to know how to access, evaluate, and choose from a constantly changing and growing reservoir of information for educational, personal, and recreational purposes.

In grades K-6, curriculum related lessons are taught collaboratively with the classroom teacher in addition to formal weekly library classes taught by the media specialist. All students are encouraged to use the media center to explore a topic of interest or select a book for personal use as well as academic use.

Overview

The school library media center is a vital and integral hub of the school and as a result reflects the philosophy and goals of the school district. In an age of information, acquiring information literacy skills and a commitment for lifelong reading and learning become paramount. In the school library media center, students develop critical thinking, problem solving, and communication skills as they use a variety of resources to meet the demands of today's curriculum.

A library media program does not exist in isolation. The school library media specialist works in partnership with students, teachers, administrators, Board of Education members, and the school community to build the library media program. Through collaboration, the library media program also incorporates the goals and objectives of the New Jersey Core Curriculum Content

Standards (NJCCCS) and the National Information Literacy Standards for Student Learning as prepared by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT). The combined vision supports the goal for educational excellence and the concept of intellectual freedom.

The principles for learning and teaching of school library media programs have been identified and developed by the Information Power Vision Committee. (Information Power 1998).

> *Principle 1:* The library media program is essential to learning and teaching and must be fully integrated into the curriculum to promote students' achievement of learning goals.

> *Principle 2:* The information literacy standards for student learning are integral to the content and objectives of the school's curriculum.

> *Principle 3:* The library media program models and promotes collaborative planning and curriculum development.

> *Principle 4:* The library media program models and promotes creative, effective, and collaborative teaching.

> *Principle 5:* Access to the full range of information resources and services, through the library media program, is fundamental to learning.

> *Principle 6:* The library media program encourages and engages students in reading, viewing, and listening for understanding and enjoyment.

> *Principle 7:* The library media program supports the learning of all students and other members of the learning community who have diverse learning abilities, styles, and needs.

> *Principle 8:* The library media program fosters individual and collaborative inquiry.

> *Principle 9:* The library media program integrates the uses of technology for learning and teaching.

> *Principle 10:* The library media program is an essential link to the larger learning community.

Program Goals

Students become adept in analyzing and applying what they have learned in their ongoing efforts to access information. To assure that our students have the library/information literacy skills needed for the future, the library media program must focus on the needed concepts rather than

on the specific tool or material. This is accomplished through the cooperative planning and teaching of inquiry-based instruction, literature-based learning, and the integration of language arts.

Nine information literacy standards are incorporated in elementary, middle, and high schools through an effective school library media program. As these skills are learned and mastered at different levels, students will become more proficient in applying information literacy skills.

Student Population

The library media specialist introduces and reinforces concepts in all grades and particularly the entry-level classes within each building. Mastery of information literacy skills that are taught by the library media specialist is incorporated across all disciplines.

The library media center staff works with the faculty to integrate classroom learning activities across the kindergarten through sixth grade inquiry-based curriculum by providing:

- Equal access to information regardless of social, economic, physical, or technical constraints.

- Fixed and flexible scheduling which allows students to have structured or unrestricted access to the media center, its staff, and resources at the moment of educational need.

- Resources and instruction in the concepts necessary for students to become independent, lifelong learners, as well as discerning readers, viewers, and listeners.

- Opportunities for an active partnership with teachers and administrators in working toward common instructional goals.

- Resources that allows learning to go beyond the confines of a textbook, unlimited by the boundaries of an individual library.

- A place within the school where curriculum-related and leisure-oriented resources are available for the school community.

- A gateway to information as it becomes available to ensure productive use of emerging technologies by students and staff.

Materials Selection Procedures

The library media specialist is responsible for the evaluation and selection of material in consultation with the building principal. Final authority for distribution of funds rests with the

building principal under the direction of the superintendent. Suggestions for purchases are encouraged from multiple sources including teachers, district supervisors, administrators, and students. Materials selected should be free of sexual bias and reflect religious, social, political, and ethnic groups and their contributions to the American heritage, as well as a knowledge and appreciation of global history and culture.

Principles of Evaluation and Selection

I.   Library media specialists should select materials having these elements of quality:
    A. Permanent or timely value
    B. Accuracy
    C. Authority
    D. Clear presentation, readability, popular appeal
    E. Format - substantial binding and paper; clear print and clean graphics

II. Factors influencing selection are:
    A. Curriculum
    B. Reading interests and abilities of students
    C. Background and maturity of students
    D. Need to develop a balanced collection
    E. Literary value
    F. Size of the budget
    G. Need for multiple copies

III. Books and other materials should appear with a favorable designation in one or more of the recognized reviewing tools unless it is possible to examine and evaluate them carefully before purchase. Examples of reviewing tools are *Booklist, School Library Journal, The Elementary School Library Collection, and Junior High School Library Catalog.* Reviews may also be accessed using Follett's Titlewave (www.flr.follett.com).

IV. Out-of-date or no longer useful materials should be withdrawn from the collection. Materials will be examined on a continuous basis for the purpose of identifying items to be withdrawn. Factors influencing the decision to withdraw include:
    A. Age
    B. Condition
    C. Accuracy of information
    D. Circulation history
    E. Suitability to student population served, and
    F. Curricular needs

District Challenged Materials Policy

Despite the care taken to select materials for student/teacher use and the qualification of persons who select the materials, there may be occasional objections.

The principles of the freedom to read and the professional responsibility of the staff must be defended.
   A.   If the complaint is made, the procedures are as follows:
      a. Give patron Form A (See Appendix)
      b. Inform all staff members and administration.
      c. Upon receipt of written Form A, the Superintendent shall designate a Materials
Evaluation Committee:
          i. representative from Central Administration Staff
         ii. representative from building level administration
        iii. media specialist
        iv. classroom teacher familiar with the subject challenged
         v. a parent
        vi. a student where appropriate
        All members except administrative staff shall be from school challenged.
   B.   No material shall be removed from use until the Materials Evaluation Committee has made its final decision.
   C.   Within 30 days the Materials Evaluation Committee shall:
      a. Select a chair and a recorder
      b. Examine challenged material in relation to the district
          materials selection guidelines.
      c. Check general acceptance of the materials by reading reviews
      d. Weigh values and faults and form opinion based on the materials as a whole
      e. Meet and discuss and prepare a report to the Library Council (formB—See Appendix)
      f. File a copy of the report with the administration office
   D.   If a grievance persists, an appeal to the school board may be made. Decision
          of the school board is final.

PROGRAM PROFICIENCIES

Program Objectives

The student centered library media program focuses on the development of a community of learners. A creative and energetic program includes the following goals:

♦ To provide intellectual access to information through learning activities that are integrated into the curriculum and that help all students achieve information literacy by developing effective strategies for selecting, retrieving, analyzing, evaluating, synthesizing, creating, and communicating information in all formats and in all content areas of the curriculum.

♦ To provide a physical access to information through a carefully selected and systematically organized local collection of diverse learning resources that represents a wide range of subjects, levels of difficulty, and formats.

♦ To provide a systematic procedure for acquiring information and materials from outside the library media center and the school through such mechanisms as electronic networks, inter-library loan, and cooperative agreements with other information agencies.

♦ To provide learning experiences that encourage students and others to become discriminating consumers and skilled creators of information through comprehensive instruction related to the full range of communications media and technology.

♦ To provide leadership, collaboration, and assistance to teachers and others in applying principles of instructional design to the use of instructional and information technology for learning.

♦ To provide resources and activities that contribute to lifelong learning while accommodating a wide range of differences in teaching and learning styles, methods, interests, and capacities.

♦ To provide a program that functions as the information center of the school, both through offering a focus for integrated and interdisciplinary learning activities within the school and through offering access to a full range of information for learning beyond this focus.

♦ To provide resources and activities for learning that represent a diversity of experiences, opinions, and social and cultural perspectives.

♦ To support the concepts that intellectual freedom and access to information are prerequisites to effective and responsible citizenship in a democracy (*Information Power* 1998).

STUDENT PROFICIENCIES

Nine Information Literacy Standards for Student Learning

Information Literacy

  *Standard 1***:** The student who is information literate accesses information efficiently and effectively.

  Standard 2: The student who is information literate evaluates information critically and competently.

  Standard 3: The student who is information literate uses information accurately and creatively.

Independent Learning

  Standard 4: The student who is an independent learner is information literate and pursues information related to personal interest.

  Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

  Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

Social Responsibility

  Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

  Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

  Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information. (*Information Power*, 1998)

Methods of Evaluation

Students will be able to:

- interact with the media specialist as a teacher and/or resource person;

- successfully complete research projects using print and/or non-print resources;

- participate in lessons, discussions, and cooperative experiences; and

- effectively use the media center technological resources; and

- develop efficient strategies for solving information problems.

Methods of evaluation include:

Teacher and library media specialist records

- anecdotal

- observations

- checklists

- grade records

Student records

- worksheets, notebooks

- student checklists

- projects

- multimedia portfolios

SUGGESTED MATERIALS

American Association of School Librarians and Association for Educational Communications and Technology. Information Literacy Standards for Student Learning. Chicago: American Library Association, 1998.

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Freeman, Judy. Books Kids Will Sit Still For 3 . Westport, CT: Libraries Unlimited, 2006.

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Haycock, Ken. What Works: Research About Teaching and Learning Through the School's Library Resource Center. Seattle, WA: Rockland Press, 1992.

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SUGGESTED MATERIALS (continued)

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Lance, Keith Curry. The Impact of School Library Media Centers on Academic Achievement. Castle Rock, Colorado: Hi Willow Research and Publishing, 1993.

Loertscher, David V. Taxonomies of the School Library Program. Englewood, Colorado: Libraries Unlimited, 1988.

Modern Language Association Handbook for Writers of Research Papers, 4th Edition. New York: The Modern Language Association of America. 1995.

New Jersey Department of Education New Jersey Core Curriculum Content Standards

      Web Page <http://www.state.nj.us/njded/cccs/index.html>

New Jersey Department of Education New Jersey Frameworks

      Web Page <http://www.state.nj.us/njded/educators/frameworks.htm>

New Jersey Department of Education, New Jersey State Library. Guidelines for School Library Media Programs in New Jersey: A Planning Tool. Trenton, NJ: New Jersey Department of Education, New Jersey State Library, 1992.

Stripling, Barbara K. and Judy M. Pitts. Brainstorms and Blueprints: Teaching Library Research as a Thinking Process. Englewood, Colorado: Libraries Unlimited, 1988.

Valenza, Joyce Kasman. Power Tools: 100+ Essential Forms and Presentations for Your School Library Information Program. Chicago: American Library Association, 1998.

Weisburg, Hilda K. and Ruth Toor. At Your Fingertips: 78 Ways to Improve Your Library Media Program. Berkeley Heights, New Jersey, Library Learning Resources., Inc., 1992.

Weisburg, Hilda K. and Ruth Toor. Learning, Linking, & Critical Thinking. Berkeley Heights, NJ: Library Learning Resources, Inc., 1994.

AREAS OF INSTRUCTION

I.   Orientation.

II.   Books.

III.   Technological Resources.

IV.   Non-Reference Collection.

V.   Reference Collection.

VI.   Bibliographic Citation

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES

Key: E = Expose
     T = Teach
     M = Maintain & Apply

The students in grades K-6 will be able to:

Standard	Course Outline/Student Objectives	K	1	2	3	4	5	6
Standard 1, 2, 4	**I. Orientation** A. Utilize the Media Specialist as a Teacher and Resource Person							
	1. Storyteller	E	T	T	M	M	M	M
	2. Literature consultant	E	T	T	M	M	M	M
	3. Reference	E	E	E	T	T	T	M
	4. Research consultant	E	E	E	T	T	T	T
	5. Selector/purchaser	E	E	E	E	T	T	M
	6. Technology consultant	E	E	T	T	T	T	M
Standard 1	B. Demonstrate Appropriate Media Center Behavior	T	T	T	T	M	M	M
Standard 1	C. Utilize Circulation Procedures Efficiently and Effectively							
	1. School collection	T	T	T	T	T	M	M
	2. Inter-library loan (ILL)				E	E	E	E

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES

Key: E = Expose
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The students in grades K-6 will be able to:

Standard	Course Outline/Student Objectives	K	1	2	3	4	5	6
Standard 1	D. Demonstrate Care of Material	T	T	T	M	M	M	M
Standard 1, 2, 3, 4, 5	E. Identify, Locate, Select, and Access Materials							
	1. Everybody books	T	T	T	M	M	M	M
	2. Fiction	E	T	T	T	T	T	T
	3. Nonfiction	E	T	T	T	T	T	T
	4. Biography		E	E	T	T	T	T
	5. Story collection			E	E	E	T	T
	6. Magazines	E	E	T	T	T	T	T
	7. Reference (print and non-print)			E	E	T	T	T
	8. Computer stations	E	T	T	T	T	T	T

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES

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The students in grades K-6 will be able to:

Standard	Course Outline/Student Objectives	K	1	2	3	4	5	6
Standard 1, 3	**II. Books** A. Identify, Locate, and Utilize Parts of a Book							
	1. Cover/dust jacket	E	T	T	M	M	M	M
	2. Title	E	T	T	M	M	M	M
	3. Author(s)	E	T	T	T	M	M	M
	4. Illustrator(s)	E	T	T	T	M	M	M
	5. Spine/Spine label	E	T	T	T	M	M	M
	6. Title page	E	T	T	T	T	M	M
	7. Verso page		E	T	T	T	T	M
	8. Publisher		E	E	T	T	T	T
	9. Place of publication			E	E	T	T	T
	10. Copyright date		E	T	T	T	T	M
	11. Dedication/credits		E	E	T	T	T	T
	12. Forward /introduction				E	E	T	T
	13. Table of contents		E	T	T	T	M	M

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The students in grades K-6 will be able to:

Standard	Course Outline/Student Objectives	K	1	2	3	4	5	6
	14. Illustrations	E	E	T	T	M	M	M
	15. Captions				E	T	T	T
	16. Footnotes							E
	17. Index				E	T	T	T
	18. Glossary				E	T	T	T
	19. Appendix					E	T	T
	20. Bibliography				E	T	T	T
Standard 1, 2, 3, 4, 5, 6	B. Understand That Fiction and Nonfiction Books Can be Used as Resources for Research and Class Assignments		E	E	T	T	T	T
Standard 1, 2, 3, 4, 5	C. Understand That Fiction and Nonfiction Books Can be Used as Resources for Recreational Reading	E	T	T	T	M	M	M
Standard 1	D. Understand That All Libraries Provide a Diverse Collection of Information Presenting Many Viewpoints	E	E	E	T	T	M	M

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES

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The students in grades K-6 will be able to:

Standard	Course Outline/Student Objectives	K	1	2	3	4	5	6
Standard 1, 3	**III. Technological Resources** A. Understand and Utilize Operating Systems (Windows, Mac, Etc.)		E	E	E	T	T	T
Standard 1,3, 6	B. Understand and Utilize Computer Applications and Software (Databases, Spreadsheets, Presentations, and Word Processing)				E	T	T	T
Standard 1,3, 4, 8	C. Understand and Utilize the Online Public Access Catalog (OPAC) Operations/Internet	E	E	T	T	T	T	M
Standard 1, 3, 4	D. Basic Search							
	1. By subject							
	a. single word	E	E	T	T	T	M	M
	b. truncated			E	T	T	T	T
	c. subject vs. keyword					E	E	T

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The students in grades K-6 will be able to:

	III. Technological Resources (cont.)							
	2. By title							
	a. full title	E	E	E	T	T	T	M
	b. keyword(s)			E	E	T	T	T
	c. truncated				E	T	T	T
	d. series			E	E	T	T	T
	3. By author(s)							
	a. full name		E	E	T	T	T	T
	b. Boolean					E	T	T
	c. truncated				E	T	T	T
	d. single name		E	E	T	T	T	T
	4. Complex search				E	T	T	T
	5. Interpretation of OPAC				E	T	T	T
	a. subject(s)					E	T	T

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The students in grades K-6 will be able to:

Standard	Course Outline/Student Objectives	K	1	2	3	4	5	6
	5. Interpretation of OPAC							
	a. subject(s)					E	T	T
	b. author(s)		E	E	T	T	M	M
	c. title(s)		E	E	T	T	M	M
	d. call number		E	E	T	T	M	M
	e. imprint publisher, place of publication, copyright date					E	T	T	T
	f. annotation			E	T	T	T	T

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES

Key: E = Expose
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The students in grades K-6 will be able to:

Standard	Course Outline/Student Objectives	K	1	2	3	4	5	6
Standard 1, 2, 3, 4, 5	**IV. Non-reference Collection** A. Identify, Locate, Select, and Utilize Materials by Classification							
	1. Easy/picture books							
	a. author's imagination	E	E	E	T	T	T	T
	b. author's style		E	E	E	T	T	T
	c. illustrations	E	T	T	T	M	M	M
	d. illustrator's style	E	T	T	T	M	M	M
	e. Caldecott medals/other medals	E	T	T	T	M	M	M
	2. Fiction/story books							
	a. author's imagination	E	E	T	T	T	T	M
	b. author's style					E	E	T
	c. genre			E	T	T	T	T
	d. Newbery medals/other medals				E	T	T	T
	e. inter-library loan (ILL)							E
	3. Nonfiction books							
	a. Dewey Decimal Classification System		E	E	T	T	T	M
	b. biography		E	E	T	T	M	M

Key: E = Expose
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    M = Maintain & Apply

The students in grades K-6 will be able to:

Standard	Course Outline/Student Objectives	K	1	2	3	4	5	6
	c. Newbery medals/other medals				E	T	T	T
	d. information			E	E	T	T	T
	e. inter-library loan							E
	4. Magazines							
	a. entertainment	E	E	E	T	T	T	M
	b. news			E	T	T	T	T
	c. special interests		E	T	T	T	T	T
	d. inter-library loan (ILL)							E

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES

Key: E = Expose
     T = Teach
     M = Maintain & Apply

The students in grades K-6 will be able to:

Standard	Course Outline/Student Objectives	K	1	2	3	4	5	6
Standard 1, 2, 3, 6	**V. Reference Collection**							
	A. Identify, Locate, Select, and Utilize Non-print Reference Materials							
	1. Internet							
	a. netiquette		E	E	E	T	T	T
	b. search strategies		E	E	E	T	T	T
	c. information evaluation		E	E	E	T	T	T
	2. Subscription databases							
	a. search strategies				E	T	T	T
	b. information evaluation				E	T	T	T
Standard 1, 2, 3, 6	B. Identify, Locate, Select, and Utilize Print Reference Materials							
	1. Dictionaries			E	T	T	M	M
	2. Almanacs				E	T	T	T
	3. Atlases				E	T	T	T
	4. Encyclopedias			E	T	T	T	T
	5. Collective biographies				E	E	T	T
	6. Content area classified by Dewey	E	E	T	T	T	T	T

Key: E = Expose
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M = Maintain & Apply

The students in grades K-6 will be able to:

Standard	Course Outline/Student Objectives	K	1	2	3	4	5	6
Standard 1, 8	**VI. Bibliographic Citation** A. Apply MLA Guideline for Bibliographic Citations					E	T	T

NEW JERSEY CORE CURRICULUM CONTENT STANDARDS MATRIX

Information Literacy Standards for Student Learning and the Revised (2002-2004) New Jersey Core Curriculum Content Standards

Standard 1: Accesses information efficiently and effectively*

- Recognizes the need for information
- Recognizes that accurate and comprehensive information is the basis for intelligent decision   making
- Formulates questions based on information needs
- Identifies a variety of potential sources of information
- Develops and uses successful strategies for locating information

*Information Literacy Standard 1 is the foundation upon which all of the subsequent information literacy standards are based. To avoid duplication, NJASL has attempted to list the NJCCCS standards only under the most advanced information literacy standard that they meet. All content standards listed under IP2-9 require that students meet this basic information standard.

Visual and Performing Arts (1.3 =Elements and Principles of Art)	**1.3.4A.1**	**Investigate the relationship of dance and other art forms.**
Comprehensive Health and Physical Education (2.1=Health Promotion) (2.2= Personal, Interpersonal, and Life Skills) (2.3 =Drugs and Medicines) (2.4=Human Society and Family Life) (2.6=Concepts and Skills)	**2.1.4D.2**	**Investigate ways to treat common childhood diseases and health conditions.**
	2.1.4D.5	**Investigate how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls help to prevent diseases and health conditions.**
	2.2.4A.5	**Explain how to identify a health problem or issue for possible research.**
	2.2.6F.1	**Categorize health and fitness services available in the school and community and demonstrate how to access them.**
	2.3.4B.4	**Identify the short- and long-term physical and behavioral effects of alcohol use and abuse.**
	2.3.4B.5	**Identify the physical and behavioral effects of marijuana use.**
	2.3.4C.2	**Identify where individuals with a substance abuse problem can get help.**
	2.3.6C.2	**Describe ways to quit using alcohol, tobacco, and other drugs and discuss factors that support an individual to quit.**
	2.4.6A.2	**Investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs.**
	2.4.6C.5	**Recommend sources of information and help for parents.**
	2.6.6A.5	**Investigate technological advances that impact physical activity and fitness.**
Language Arts Literacy (3.1=Reading) (3.2=Writing) (3.3=Speaking) (3.4=Listening)	**3.1.KA.6**	**Demonstrate understanding of the function of a book and its parts, including front and back and title page.**
	3.1.KH.1	**Locate and know the purposes for various literacy areas of the classroom and the library media center.**
	3.1.1A.3	**Locate and identify the title, author, and illustrator of a book or reading selection.**

(3.5=Viewing/ Media Literacy)	**3.1.1H.1**	**Ask and explore questions related to a topic of interest.**
	3.1.2A.1	**Use titles, tables of contents, and chapter headings to locate information.**
	3.1.2F.5	**Begin to use a grade-appropriate dictionary with assistance from teacher.**
	3.1.2H.1	**Locate information using alphabetical order.**
	3.1.3A.1	**Recognize that printed materials provide specific information.**
	3.1.3A.2	**Recognize purposes for print conventions such as end-sentence punctuation, paragraphing, and bold print.**
	3.1.3A.3	**Use a glossary or index to locate information in a text.**
	3.1.3E.1	**Set a purpose for reading and check to verify or change predictions during/after reading.**
	3.1.3F.4	**Use a grade-appropriate dictionary with assistance from teacher.**
	3.1.3G.1	**Recognize purpose of the text.**
	3.1.3G.3	**Interpret information in graphs, charts, and diagrams.**
	3.1.3G.4	**Ask how, why, and what-if questions in interpreting nonfiction texts.**
	3.1.3G.7	**Summarize major points from fiction and nonfiction texts.**
	3.1.3H.1	**Use library classification systems, print or electronic, to locate information.**
	3.1.4A.1	**Develop knowledge about various print formats, including newspapers, magazines, books, and reference resources.**
	3.1.4A.3	**Identify and locate features that support text meaning (e.g., maps, charts, illustrations).**
	3.1.4D.2	**Read at different speeds using scanning, skimming, or careful reading as appropriate.**
	3.1.4E.3	**Select useful visual organizers before, during, and after reading to organize information (e.g., Venn diagrams).**
	3.1.4F.4	**Use a grade-appropriate dictionary (independently) to define unknown words.**
	3.1.4G.5	**Follow simple multiple-steps in written instructions.**
	3.1.4G.7	**Identify and summarize central ideas in informational texts.**
	3.1.4H.1	**Use library classification systems, print or electronic, to locate information.**
	3.1.5H.1	**Use library classification systems, print or electronic, to locate information.**
	3.1.6A.1	**Use a text index and glossary independently and appropriately.**
	3.1.6A.2	**Survey and explain text features that contribute to comprehension (e.g., headings, introductory, concluding paragraphs).**
	3.1.6A.3	**Recognize and use common print formats to obtain**

			information (e.g., newspapers, magazines, electronic sources).
		3.1.6C.1	Use a dictionary to decode new words independently.
		3.1.6D.1	Adjust reading speed appropriately for different purposes and audiences.
		3.1.6E.1	Activate prior knowledge and anticipate what will be read or heard.
		3.1.6E.2	Vary reading strategies according to their purpose for reading and the nature of the text.
		3.1.6E.5	Use reference aids for word meanings when reading.
		3.1.6E.6	Apply graphic organizers to illustrate key concepts and relationships in a text.
		3.1.6F.1	Infer word meanings from learned roots, prefixes, and suffixes.
		3.1.6F.2	Infer specific word meanings in the context of reading passages.
		3.1.6H.1	Develop and revise questions for investigations prior to, during, and after reading.
		3.1.6H.2	Select and use multiple sources to locate information relevant to research questions.
		3.1.6H.3	Draw conclusions from information gathered from multiple sources.
		3.2.2D.2	Generate ideas and write on topics in forms appropriate to science, social studies, or other subject areas.
		3.2.3A.9	Use reference materials to revise work, such as a dictionary or internet/software resource.
		3.2.4A.3	Use strategies such as reflecting on personal experiences, reading, doing interviews or research, and using graphic organizers to generate and organize ideas for writing.
		3.2.4A.8	Use a variety of reference materials to revise work, such as a dictionary, thesaurus, or internet/software resources.
		3.2.4B.2	Write informational reports across the curriculum that frame an issue or topic, include facts and details, and draw from more than one source of information.
		3.2.4C.10	Use a variety of reference materials, such as a dictionary, grammar reference, and internet/software resources to edit written work.
		3.2.4D.3	Develop independence by setting self-selected purposes and generating topics for writing.
		3.2.4D.8	Write informational reports that frame a topic, include facts and details, and draw information from several sources.
		3.2.6C.9	Use a variety of materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.
		3.3.2B.4	Identify a problem and simple steps for solving the problem.

	3.3.3B.1	Develop appropriate questions to explore a topic.
	3.3.4A.2	Stay focused on a topic and ask relevant questions.
	3.3.4B.1	Develop questioning techniques (e.g., "who, what, when, where, why, and how" questions).
	3.3.4B.2	Use interview techniques to develop inquiry skills.
	3.3.4B.4	Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
	3.3.5B.2	Use interview techniques to develop inquiry skills.
	3.3.6A.1	Support a position with organized, appropriate details.
	3.3.6A.2	Stay focused on a topic and ask relevant questions.
	3.3.6B.2	Demonstrate effective use of a variety of questions, including literal, inferential, and evaluative questions.
	3.4.1B.3	Recall information from listening to stories, poems, television and film.
	3.4.1B.7	Ask questions for clarification and explanation of stories and ideas heard.
	3.4.4B.2	Develop listening strategies (e.g., asking question, taking notes) to understand what is heard.
	3.4.5A.1	Listen actively for a variety of purposes such as enjoyment and obtaining information.
	3.4.6A.3	Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker's message.
	3.5.4A.1	Interpret information found in pictorial graphs, map keys, and icons on a computer screen.
	3.5.4A.7	Demonstrate an awareness of different media forms and how they contribute to communication.
	3.5.4B.4	Compare and contrast media sources, such as film and book versions of a story.
Mathematics	None.	
Science (5.1=Scientific Processes)	5.1.4A.1	Raise questions about the world around them and be willing to seek answers through making careful observations and experimentation.
	5.1.4A.4	Know that when solving a problem it is important to plan and get ideas and help from other people.
	5.1.4B.1	Develop strategies and skills for information-gathering and problem-solving, using appropriate tools and technologies.

Social Studies (6.1=Social Studies Skills) (6.2=Civics) (6.4 =United States/New Jersey History) (6.5=Economics) (6.6=Geography)	6.1.2A.3	Identify sources of information on local, national, and international events (e.g., books, newspaper, TV, radio, Internet).
	6.1.4A.3	Locate sources for the same information (e.g., weather forecast on TV, the Internet or in a newspaper).
	6.2.2C.1	Identify community and government leaders (e.g., mayor, town council, President of the United States).
	6.2.4A.4	Recognize national, state, and local legislators and government officials and explain how to contact them for help or to express an opinion.
	6.2.4A.5	Describe the contributions of voluntary associations and organizations in helping government provide for its citizens.
	6.2.4B.2	Explain the significance of symbols of American values and beliefs, including the Statue of Liberty, the Statue of Justice, the American Flag, and the national anthem.
	6.2.4C.3	Identify major services provided by state and local government.
	6.4.2B.2	Discuss the contributions of important women, African Americans, and Native Americans to United States and New Jersey history.
	6.4.2B.3	Explain the historical significance of major national holidays (e.g. Independence Day, Labor Day) and American symbols.
	6.4.2B.4	Relate why important national buildings, statues, and monuments are associated with our national history.
	6.4.4A.3	Discuss the reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe the problems they encountered.
	6.4.4A.4	Discuss the history of their community, including the origins of its name, groups and individuals who lived there, and access to important places and buildings in the community.
	6.4.4A.6	Describe situations in which people from diverse backgrounds work together to solve common problems.
	6.4.4B.2	Discuss the reasons why revolutionary leaders, including George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston fought for independence from England.
	6.4.4B.3	Discuss New Jersey's role during the American Revolution.
	6.4.4B.4	Identify major documents and symbols in New Jersey and American history, including the Mayflower Compact, the Declaration of Independence, the United States Constitution, the New Jersey State Seal, and Martin Luther King Jr.'s "I Have a Dream" speech.
	6.4.4B.6	Discuss the experiences of immigrants who came to the United States and New Jersey, including reasons

			for immigrating, experiences at Ellis Island, and working and living conditions in America.
		6.4.4B.7	**Describe the population shift from the farm to the city in New Jersey.**
		6.5.2A.1	**Identify the basic goods and services a family needs for everyday life.**
		6.5.2A.3	**Identify various forms of currency.**
		6.5.2B.1	**Identify various jobs and explain how workers in these jobs receive income for their work.**
		6.5.4A.7	**Explain that people can improve their ability to earn income by gaining new knowledge, skills, and experiences.**
		6.5.4B.1	**Explain that some essential goods and services are provided by the government, such as roads, schools, parks, police, and fire protection.**
		6.5.4B.2	**Describe products an d services that are developed, manufactured, or grown in New Jersey.**
		6.6.2A.3	**Demonstrate basic globe and map skills.**
		6.6.2B.1	**Describe the physical features of places and regions on a simple scale.**
		6.6.2B.2	**Describe the physical and human characteristics of places.**
		6.6.2D.1	**Identify the types of transportation used to move goods and people.**
		6.6.2E.1	**Describe the role of resources such as air, land, water, and plants in everyday life.**
		6.6.2E.2	**Describe the impact of weather on everyday life.**
		6.6.4A.1	**Use physical and political maps to identify locations and spatial relationships of places within local and nearby communities.**
		6.6.4A.2	**Describe and demonstrate different ways to measure distance (e.g., miles, kilometers, time).**
		6.6.4A.4	**Identify the major cities of New Jersey, the United States, and the world.**
		6.6.4A.5	**Identify the major countries, continents, bodies of water, and mountain ranges of the world.**
		6.6.4A.6	**Locate time zones, latitude, longitude, and the global grid.**
		6.6.4B.1	**Identify the physical and human characteristics of places and regions in New Jersey and the United States (e.g., landforms, climate, vegetation, housing).**
		6.6.4B.3	**Describe the geography of New Jersey.**
		6.6.4B.4	**Discuss factors involved in the development of cities (e.g., transportation, food, marketplace, religion, military protection).**
		6.6.4D.1	**Describe the development of transportation and communication networks in New Jersey and the United States.**
		6.6.4D.2	**Identify the distribution and characteristics of populations for different regions of New Jersey and**

	6.6.4E.2	the United States. **Explain the nature, characteristics, and distribution of renewable and non-renewable resources.**
World Languages (7.1=Communication)	**Nov-Mid. 7.1.2/5/C.4 Nov-High 7.1.4/C.4**	**Name and label tangible products and imitate practices from the target culture. Tell or write about products of the target culture and simulate common cultural practices.**
Technological Literacy (This computer and information literacy standard is designed to be integrated and applied in all of the content areas of the Core Curriculum Content Standards.)	**8.1.4B.5** **8.1.4B.6** **8.1.4B.7**	**Recognize the need for accessing and using information. Identify and use simple web browsers, search engines, and directions to obtain information to solve real world problems. Locate specific information by searching a database.**
Career Education and Consumer, Family and Life Skills (This consumer, family, and life skills standard is designed to be integrated and applied in all of the Core Curriculum Content Standards.)	**9.1.4A.2** **9.2.4A.3**	**Identify abilities and skills associated with various careers. Identify and access print and non-print resources that can be used to help solve problems.**

Information Literacy Standards for Student Learning and the Revised (2002-2004)
New Jersey Core Curriculum Content Standards
Standard 2: Evaluates information critically and competently

• Determines accuracy, relevance, and comprehensiveness
• Distinguishes among fact, point of view and opinion
• Identifies inaccurate and misleading information
• Selects information appropriate to the problem or question at hand

Visual and Performing Arts (1.3 =Elements and Principles of Art)	**1.3.4A.1**	**Investigate the relationship of dance and other art forms.**
Comprehensive Health and Physical Education (2.2= Personal, Interpersonal, and Life Skills) (2.4=Human Society and Family Life)	**2.2.4A.1** **2.2.6A.1** **2.4.6B.5**	**Explain how to determine the validity and reliability of a health resource.** **Summarize health information from a variety of valid and reliable health resources.** **Discuss how parents, peers, and the media influence attitudes about sexuality.**
Language Arts Literacy (3.1=Reading) (3.2=Writing) (3.3=Speaking) (3.4=Listening) (3.5=Viewing/ Media Literacy)	**3.1.3G.2** **3.1.3G.5** **3.1.3G.9** **3.1.3G.14** **3.1.4G.2** **3.1.4G.4** **3.1.4G.6** **3.1.5G.5** **3.1.5G.6** **3.1.6G.5** **3.2.4C.6** **3.3.4B.5** **3.3.6B.2** **3.4.2A.1** **3.4.2A.2**	**Distinguish cause/effect, fact/opinion, main idea/supporting details in interpreting texts.** **Recognize how authors use humor, sarcasm, and imagery to extend meaning.** **Recognize first-person "I" point of view.** **Use information and reasoning to examine bases of hypotheses and opinions.** **Distinguish cause and effect, fact and opinion, main idea and supporting details in nonfiction texts (e.g., science, social studies).** **Understand author's opinions and how they address culture, ethnicity, gender, and historical periods.** **Recognize an author's point of view.** **Recognize persuasive and propaganda techniques used to influence readers.** **Recognize historical and cultural biases and different points of view.** **Recognize persuasive and propaganda techniques used to influence readers.** **Study examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentation.** **Reflect and evaluate information learned as a result of the inquiry.** **Demonstrate effective use of a variety of questions, including literal, inferential, and evaluative questions.** **Listen critically to identify main ideas and supporting details.** **Begin to distinguish between types of speech (e.g., a**

			joke, a chat, a warning).
	3.4.5A.2	Listen attentively and critically to a variety of speakers.
	3.4.5.A.6	Listen to determine a speaker's purpose, attitude, and perspective.
	3.4.6A.2	Listen attentively and critically to a variety of speakers.
	3.4.6A.6	Listen to determine a speaker's purpose, attitude, and perspective.
	3.5.1A.2	Distinguish between "pretend" and "real" in the media.
	3.5.1A.3	Begin to recognize that media messages have different purposes.
	3.5.1B.1	Begin to interpret messages in simple advertisements.
	3.5.2A.2	Recognize that media messages are created for a specific purpose (e.g., to inform, entertain, or persuade).
	3.5.2B.1	Interpret messages in simple advertisements.
	3.5.2B.2	Use a simple rating scale to judge media products.
	3.5.4A.4	Distinguish between factual and fictional visual representations.
	3.5.4A.6	Identify the target audience for a particular program, story, or advertisement.
	3.5.4B.1	Understand that creators of both print media and electronic media have a purpose and target audience for their work.
	3.5.5A.3	Distinguish between factual and fictional visual representations (e.g., political cartoons).
	3.5.5A.5	Identify the target audience for a particular program, story, or advertisement.
	3.5.5B.1	Understand that creators of both print media and electronic media have a purpose and target audience for their work.
	3.5.5B.2	Evaluate media message for credibility.
	3.5.5B.3	Explore and interpret various messages found in advertisements and other texts.
	3.5.5B.5	Discuss the emotional impact of a still image (e.g., photo, poster, painting) and how it aids understanding.
	3.5.6A.3	Distinguish between factual and fictional visual representations (e.g. political cartoons).
	3.5.6A.5	Identify the target audience for a particular program, story, or advertisement.
	3.5.6A.8	Distinguish different points of view in media texts.
	3.5.6B.1	Understand that creators of both print media and electronic media have a purpose and target audience for their work.
	3.6.6B.1	Understand that creators of both print media and electronic media have a purpose and target audience for their work.

	3.5.6.B.2	Evaluate media message for credibility.
	3.5.6B.3	Explore and interpret various messages found in advertisements and other texts.
	3.5.6B.5	Discuss the emotional impact of a still image (e.g., photo, poster, painting) and how it aids understanding.
Mathematics	None.	
Science (5.1=Scientific Processes)	5.1.4A.2	Keep records that describe observations, carefully distinguish actual observations from ideas and speculations, and are understandable weeks and months later.
	5.1.4B.2	Identify the evidence used in an explanation.
Social Studies (6.1=Social Studies Skills)	6.1.4A.5	Distinguish between an eyewitness account and a secondary account of an event.
	6.1.4A.6	Distinguish fact from fiction.
World Languages	None.	
Technological Literacy (This computer and information literacy standard is designed to be integrated and applied in all of the content areas of the Core Curriculum Content Standards.)	8.1.4B.8	Recognize accuracy and/or bias of information.
Career Education and Consumer, Family and Life Skills (This consumer, family, and life skills standard is designed to be integrated and applied in all of the Core Curriculum Content Standards.)	None.	

NEW JERSEY CORE CURRICULUM CONTENT STANDARDS MATRIX

**Information Literacy Standards for Student Learning and the Revised (2002-2004)
New Jersey Core Curriculum Content Standards**

Standard 3: Uses information effectively and creatively
- Organizes information for practical application
- Integrates new information into one's own knowledge
- Applies information in critical thinking and problem solving
- Produces and communicates information and ideas in appropriate formats

Visual and Performing Arts (1.1=Aesthetics) (1.5=World Cultures, History, and Society)	**1.1.4B.2**	**Compare and contrast works of art that communicate significant cultural meanings.**
	1.5.6B.1	**Compare and contrast the contributions of significant artists from an historical period.**
Comprehensive Health and Physical Education (2.1=Health Promotion) (2.2= Personal, Interpersonal, and Life Skills) (2.5=Movement Concepts and Skills) (2.6=Concepts and Skills)	**2.1.6B.3**	**Discuss how heredity and physiological changes contribute to an individual's uniqueness.**
	2.1.6D.5	**Compare and contrast forms of mental illness such as phobias, anxiety and panic disorders, and depression**
	2.2.6A.2	**Present health information using a multimedia approach, adapting the wording and delivery method for the topic and audience.**
	2.2.6A.5	**Compare and contrast the economic and social purposes of health messages presented in the media.**
	2.2.6B.2	**Analyze the influence of family, peers and the media on health decisions and investigate how conflicting interests may influence decisions and choices.**
	2.2.6C.1	**Use health data and information to formulate health goals.**
	2.5.6B.3	**Analyze how the use of energy and flow contributes to more effective, efficient, or creative movement.**
	2.6.4A.1	**Discuss the physical, social, and emotional benefits of regular physical activity.**
Language Arts Literacy (3.1=Reading) (3.2=Writing) (3.3=Speaking) (3.4=Listening) (3.5=Viewing/ Media Literacy)	**3.1.1E.6**	**Use graphic organizers to build on experiences and extend learning.**
	3.1.1E.7	**Begin to apply study skills strategies (e.g., survey, question, read) to assist with retention and new learning.**
	3.1.1G.3	**Sequence information learned from text into a logical order to retell facts.**
	3.1.1H.2	**Draw conclusions from information and data gathered.**
	3.1.2G.1	**Demonstrate ability to recall facts and details of text.**
	3.1.2G.2	**Recognize cause and effect in text.**
	3.1.2G.3	**Make inferences and support them with textual information.**
	3.1.2G.5	**Respond to text by using how, why, and what-if questions.**
	3.1.3E.4	**Develop and use graphic organizers to build on experiences and extend learning.**
	3.1.3G.8	**Draw conclusions and inferences from texts.**

	3.1.3G.14	Use information and reasoning to examine bases of hypotheses and opinions.
	3.1.3H.2	Draw conclusions from information and data gathered.
	3.1.4G.3	Cite evidence from text to support conclusions.
	3.1.4H.2	Investigate a favorite author and produce evidence of research.
	3.1.5G.3	Use cause and effect and sequence of events to gain meaning.
	3.1.5G.9	Make inferences using textual information and provide supporting evidence.
	3.1.6E.6	Apply graphic organizers to illustrate key concepts and relationships in a text.
	3.1.6G.3	Use cause and effect and sequence of events to gain meaning.
	3.1.6H.2	Select and use multiple sources to locate information relevant to research questions.
	3.1.6H.3	Draw conclusions from information gathered from multiple sources.
	3.1.6H.4	Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.
	3.1.6H.5	Summarize and organize information by taking notes, outlining ideas, and/or making charts.
	3.1.6H.6	Produce projects and reports, using visuals, media, and/or technology to show learning and support the learning of an audience.
	3.1.6H.7	Compare themes, characters, settings, and ideas across texts or works and produce evidence of understanding.
	3.2.2A.6	Use graphic organizers to assist with planning writing.
	3.2.2B.4	Write nonfiction pieces, such as letters, procedures, biographies, or simple reports.
	3.2.2D.2	Generate ideas and write on topics in forms appropriate to science, social studies, or other subject areas.
	3.2.2D.5	Write in a variety of simple genres to satisfy personal, academic, and social needs, such as letters, plays, procedures, biographies, or simple reports.
	3.2.3A.3	Use graphic organizers to assist with planning writing.
	3.2.3B.3	Write a nonfiction piece and/or simple informational report across the curriculum.
	3.2.3D.9	Write non-fiction text (e.g., reports, procedures, and letters).
	3.2.4A.3	Use strategies such as reflecting on personal experiences, reading, doing interviews or research, and using graphic organizers to generate and organize ideas for writing.
	3.2.4B.2	Write informational reports across the curriculum that frame an issue or topic, include facts and details,

			and draw from more than one source of information.
	3.2.4B.10	Provide logical sequence and support the purpose of writing by refining organizational structure and developing transitions between ideas.
	3.2.4D.1	Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share, etc.) and a variety of audiences (e.g., self, peers, community).
	3.2.4D.5	Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.
	3.2.4D.8	Write informational reports that frame a topic, include facts and details, and draw information from several sources.
	3.2.4D.10	Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.
	3.2.4D.12	Use relevant graphics in writing (e.g., maps, charts, illustrations).
	3.2.5A.2	Write informational compositions with multiple paragraphs that present important ideas, provide details, and offer a concluding paragraph.
	3.2.6A.1	Write informational compositions of several paragraphs that engage the interest of the reader, state a clear purpose, develop the topic, and conclude with a detailed summary.
	3.2.6A.4	Use strategies such as using graphic organizers and outlines to elaborate and organize ideas for writing.
	3.2.6A.5	Draft writing in a selected genre with supporting structure and appropriate voice according to the intended message, audience, and purpose for writing.
	3.2.6B.2	Write a range of grade-appropriate essays across curricula (e.g., persuasive, personal, descriptive, or issue-based).
	3.2.6B.3	Write grade-appropriate, multi-paragraph expository pieces across curricula (e.g., problem/solution, cause/effect, hypothesis/results, feature articles, critiques, or research reports).
	3.2.6B.5	Support main idea, topic, or theme with facts, examples, or explanations, including information from multiple authoritative sources.
	3.2.6D.1	Write for different purposes (e.g., to express ideas, inform, entertain, respond to literature, persuade, question, reflect, clarify, share, etc.) and a variety of audiences (e.g., self, peers, community).
	3.2.6D.2	Gather, select, and organize information appropriate to a topic, task, and audience.
	3.2.6D.7	Write reports based on research with a scope narrow enough to be thoroughly covered, supporting the main ideas or topic with facts, examples, and explanations from authoritative sources, and including a works consulted page.

	3.2.6D.8	**Write persuasive essays with clearly stated positions or opinions supported by organized and relevant evidence to validate arguments and conclusions, and sources cited when needed.**
	3.2.6D.10	**Use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, and order of importance.**
	3.2.6D.12	**Use relevant graphics in writing (e.g., maps, charts, illustrations, graphs, and photographs).**
	3.3.2C.1	**Use new vocabulary learned from literature and classroom experiences.**
	3.3.3C.1	**Use vocabulary related to a particular topic.**
	3.3.3C.2	**Adapt language to persuade, explain, or seek information.**
	3.3.3D.1	**Use pictures to support an oral presentation.**
	3.3.4A.1	**Use details, examples and reasons to support central ideas or clarify a point of view.**
	3.3.4B.3	**Explore concepts by describing, narrating, or explaining how and why things happen.**
	3.3.4B.4	**Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.**
	3.3.4B.5	**Reflect and evaluate information learned as a result of the inquiry.**
	3.3.4C.3	**Use appropriate vocabulary to support or clarify a message.**
	3.3.4C.4	**Adapt language to persuade, explain, or seek information.**
	3.3.5A.1	**Use details, examples, and reasons to support central ideas or clarify a point of view.**
	3.3.5B.1	**Respond orally by adding questions and comments while integrating knowledge.**
	3.3.5B.3	**Explore concepts by describing, narrating, or explaining how and why things happen.**
	3.3.6A.1	**Support a position with organized, appropriate details.**
	3.3.6B.1	**Respond orally by adding questions and comments while integrating knowledge.**
	3.3.6B.3	**Explore concepts by describing, narrating, or explaining how and why things happen.**
	3.3.6D.1	**Develop and deliver a formal presentation based on a central theme, including logical sequence, introduction, main ideas, supporting details, and concluding remarks to an audience of peers, younger students, and/or parents.**
	3.3.6D.4	**Use visuals such as charts or graphs when presenting for clarification.**
	3.4.3A.1	**Connect message heard to prior knowledge and experiences.**
	3.4.3A.2	**Exchange information through verbal and nonverbal**

		messages.
	3.4.3B.3	Paraphrase information shared by others.
	3.4.4A.2	Listen attentively and critically to a variety of speakers.
	3.4.4B.1	Demonstrate competence in active listening through comprehension of a story, interview, and oral report of an event or incident.
	3.4.4B.3	Demonstrate competence in active listening by interpreting and applying received information to new situations and solving problems.
	3.4.4B.4	Make inferences based on an oral report or presentation.
	3.4.5B.4	Make inferences based on an oral report or presentation.
	3.4.6B.1	Demonstrate competence in active listening by interpreting and applying received information to new situations and in solving problems.
	3.4.6B.3	Ask pertinent questions, take notes, and draw conclusions based on information presented.
	3.4.6B.4	Make inferences based on an oral report or presentation.
	3.5.1A.7	Begin to compare and contrast media characters.
	3.5.2A.3	Use graphs and charts to report data.
	3.5.2A.5	Compare and contrast media characters.
	3.5.4A.3	Use graphs, charts, and diagrams to report data.
	3.5.5B.6	Compare and contrast media sources, such as film and books versions of a story.
	3.5.5C.2	Choose the most appropriate media for a presentation.
	3.5.6A.2	Use graphs, charts, and diagrams to report data.
	3.5.6C.2	Choose the most appropriate media for a presentation.
Mathematics	**None.**	
Science (5.4=Nature and Process of Technology) (5.5=Life Sciences) (5.8= Earth Science) (5.9=Astronomy and Space Science)	**5.4.4C.3**	**Use the design process to identify a problem, look for ideas, and develop and share solutions with others.**
	5.5.4B.1	**Develop a simple classification scheme for grouping organisms.**
	5.8.6D.1	**Utilize various tools such as map projections and topographical maps to interpret features of Earth's surface.**
	5.9.6B.1	**Using models, demonstrate an understanding of the scale of the solar system that shows distance and size relationships among the sun and planets.**

Social Studies	6.1.2A.5	Develop simple timelines.
(6.1=Social Studies Skills)	6.1.4A.4	Organize events in a time line.
(6.2=Civics)	6.2.4B.1	Identify the fundamental values and principles of American democracy expressed in the Pledge of Allegiance, the Declaration of Independence, the United States Constitution and the Bill of Rights, and the first New Jersey Constitution.
(6.4 =United States/New Jersey History)		
(6.6=Geography)	6.2.4E.5	Identify current issues that may have a global impact (e.g., pollution, diseases) and discuss ways to address them.
	6.4.2A.3	Compare family life today with long ago.
	6.4.4A.2	Compare family life in a community of the past to life in a community of the present.
	6.4.4B.1	Compare the major early culture of the Lenape that existed in the region that became New Jersey prior to contact with the Europeans.
	6.4.4B.5	Identify and discuss major scientific discoveries and inventions, the scientists and inventors who developed them (e.g., Thomas Edison), and their impact on life today.
	6.6.4A.3	Estimate distances between two places on a map using a scale of miles.
	6.6.4B.2	Explain changes in places and regions over time and the consequences of those changes.
	6.6.4C.1	Describe the basic components of the Earth's physical systems, including landforms, water, erosion, weather, and climate and discuss their impact on human development.
World Languages	Nov-Mid.	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other core content areas - grade level appropriate social studies topics...- grade level appropriate mathematics concepts…- grade level appropriate and science topics…
(7.1=Communication)	7.1.2/5/B.4	
(7.2= Culture)		
	Nov-High 7.1.4/B.4	Participate in guided conversations on a variety of familiar topics and/or topics studied in other core content areas-grade level appropriate math concepts…-grade level appropriate health topics…-grade level appropriate social studies…- grade level appropriate science topics…
	Nov.-High 7.2.4/C.1	Compare and contrast similarities and differences between tangible products of the target culture(s) and their own.
Technological Literacy	8.1.4A.6	Create and present a multimedia presentation using appropriate software.
(This computer and information literacy standard is designed to be integrated and applied in all of the content areas of the		

Core Curriculum Content Standards.)		
Career Education and Consumer, Family and Life Skills (This consumer, family, and life skills standard is designed to be integrated and applied in all of the Core Curriculum Content Standards.)	**None.**	

Standard 4: Pursues information related to personal interests

• Seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits
• Designs, develops, and evaluates information products and solutions related to personal interests

Visual and Performing Arts (1.2=Creation and Performance)	**1.2.4D.4** **1.2.6A.5** **1.2.6B.6** **1.2.6C.6**	**Investigate careers in the world of visual arts.** **Investigate arts-related careers.** **Investigate arts-related careers.** **Investigate arts-related careers.**
Comprehensive Health and Physical Education (2.1=Health Promotion) (2.2= Personal, Interpersonal, and Life Skills)	**2.1.6A.5** **2.1.6B.2** **2.1.6C.3** **2.1.6E.2**	**Discuss how technology impacts wellness.** **Investigate the physical, social, emotional, and intellectual changes that occur at each life stage and how those changes impact wellness.** **Analyze nutrition information on food packages and labels.** **Analyze the short- and long-term impacts of injuries on individuals and families and develop strategies to reduce the incidence of such injuries.**
Language Arts Literacy (3.1=Reading) (3.2=Writing)	**3.1.KH.2** **3.1.1G.6** **3.1.1G.7** **3.1.3G.12** **3.1.3H.3** **3.1.4G.13** **3.1.4H.2** **3.1.4H.3** **3.1.6H.7**	**Choose books related to topics of interest.** **Read regularly in independent-level materials.** **Engage in silent independent reading for specific purposes.** **Read regularly in materials appropriate for their independent reading level.** **Read a variety of nonfiction and fiction books and produce evidence of understanding.** **Read regularly in materials appropriate for their independent reading level.** **Investigate a favorite author and produce evidence of research.** **Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading.** **Compare themes, characters, settings, and ideas across texts or works and produce evidence of understanding.**
Mathematics	**None.**	
Science	**None.**	

Social Studies (6.4 =United States/New Jersey History)	6.4.2A.4	Tell about their family heritage using stories, songs, and drawings.
World Languages	None.	
Technological Literacy	None.	
Career Education and Consumer, Family and Life Skills (This consumer, family, and life skills standard is designed to be integrated and applied in all of the Core Curriculum Content Standards.)	9.1.4D.3	Identify ethical behaviors in the home, school, and community.

Standard 5: Appreciates and enjoys literature and other creative expressions of information

- Is a competent and self motivated reader
- Derives meaning from information presented creatively in a variety of formats
- Develops creative products in a variety of formats

Visual and Performing Arts (1.2=Creation and Performance) (1.3 =Elements and Principles of Art)	**1.2.4A.4**	**Utilize arts media and technology in the creation and/or performance of short phrases and compositions.**
	1.3.4D.2	**Identify elements and principles of design in specific works of art.**
Comprehensive Health and Physical Education	**None.**	
Language Arts Literacy (3.1=Reading) (3.2=Writing) (3.3=Speaking) (3.4=Listening) (3.5=Viewing/ Media Literacy)	**3.1.KD.1**	**Practice reading behaviors such as retelling, reenacting, or dramatizing stories.**
	3.1.KD.2	**Recognize when a simple text fails to make sense when listening to a story read aloud.**
	3.1.KD.3	**Attempt to follow along in book while listening to a story read aloud.**
	3.1.KD.4	**Listen and respond attentively to literary texts (e.g., nursery rhymes) and functional texts (e.g., science books).**
	3.1.KG.1	**Respond to a variety of poems and stories through movement, art music, and drama.**
	3.1.KG.2	**Verbally identify the main character, setting, and important events in a story read aloud.**
	3.1.KG.3	**Identify favorite books and stories.**
	3.1.KG.4	**Retell a story read aloud using main characters and events.**
	3.1.KG.5	**Participate in shared reading experiences.**
	3.1.KG.6	**Make predictions based on illustrations or portions of stories.**
	3.1.1D.1	**Answer questions correctly that are posed about stories read.**
	3.1.1D.2	**Begin to read simple text with fluency.**
	3.1.1D.3	**Read with fluency both fiction and nonfiction that is grade-level appropriate.**
	3.1.1E.1	**Use prior knowledge to make sense of text.**
	3.1.1E.2	**Establish a purpose for reading and adjust reading rate.**
	3.1.1E.3	**Use pictures as cues to check for meaning.**
	3.1.1E.4	**Check to see if what is being read makes sense.**
	3.1.1E.5	**Monitor their reading by using fix-up strategies (e.g.,**

		searching for clues).
	3.1.1F.3	**Comprehend common and/or specific vocabulary in informational texts and literature.**
	3.1.1G.1	**Draw simple conclusions from information gathered from pictures, print, and people.**
	3.1.1G.2	**Demonstrate familiarity with genres of text, including storybooks, expository texts, poetry, and newspapers.**
	3.1.1G.3	**Sequence information learned from text into a logical order to retell facts.**
	3.1.1G.4	**Identify, describe, compare, and contrast the elements of plot, setting, and characters.**
	3.1.1G.6	**Read regularly in independent-level materials.**
	3.1.1G.7	**Engage in silent independent reading for specific purposes.**
	3.1.1H.3	**Be exposed to and read a variety of fiction and nonfiction, and produce evidence of reading.**
	3.1.2D.5	**Self-monitor when text does mot make sense.**
	3.1.2D.6	**Employ learned strategies to determine if text makes sense without being prompted.**
	3.1.2G.4	**Continue to identify story elements in text.**
	3.1.2G.5	**Respond to text by using how, why, and what-if questions.**
	3.1.2H.2	**Read a variety of nonfiction and fiction books and produce evidence of reading.**
	3.1.3A.2	**Recognize purposes for print conventions such as end-sentence punctuation, paragraphing, and bold print.**
	3.1.3D.2	**Read longer text and chapter books independently and silently.**
	3.1.3E.1	**Set a purpose for reading and check to verify or change predictions during/after reading.**
	3.1.3E.2	**Monitor comprehension and accuracy while reading in context and self-correct errors.**
	3.1.3E.3	**Use pictures and context clues to assist with decoding of new words.**
	3.1.3G.1	**Recognize purpose of the text.**
	3.1.3G.4	**Ask how, why, and what-if questions in interpreting nonfiction texts.**
	3.1.3G.6	**Discuss underlying theme or message in interpreting fiction.**
	3.1.3G.7	**Summarize major points from fiction and nonfiction texts.**
	3.1.3G.10	**Compare and contrast story plots, characters, setting, and themes.**
	3.1.3G.11	**Participate in creative responses to texts (e.g., dramatizations, oral presentations).**
	3.1.3G.12	**Read regularly in materials appropriate for their independent reading level.**
	3.1.3G.13	**Read and comprehend both fiction and nonfiction that is appropriately designed for grade level.**
	3.1.3H.3	**Read a variety of nonfiction and fiction books and**

		produce evidence of understanding.
	3.1.4A.1	**Identify differences of various print formats, including newspapers, magazines, books, and reference resources.**
	3.1.4A.3	**Identify and locate features that support text meaning (e.g., maps, charts, illustrations).**
	3.1.4D.2	**Read at different speeds using scanning, skimming, or careful reading as appropriate.**
	3.1.4G.6	**Recognize an author's point of view.**
	3.1.4G.8	**Recognize differences among forms of literature (poetry, drama, fiction, nonfiction).**
	3.1.4G.9	**Recognize literary elements in stories, including setting, characters, plot, and mood.**
	3.1.4G.10	**Identify some literary devices in stories.**
	3.1.4G.11	**Identify the structures in poetry.**
	3.1.4G.12	**Identify the structures in drama (cf. visual and performing arts standards).**
	3.1.4G.13	**Read regularly in materials appropriate for their independent reading level.**
	3.1.5G.1	**Identify author's purpose, views, and beliefs.**
	3.1.5G.2	**Identify genre by their distinctive elements (e.g., tall tale exaggeration).**
	3.1.5G.7	**Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether implied or stated directly.**
	3.1.5G.11	**Identify and analyze text types, formats, and elements of nonfiction.**
	3.1.5G.12	**Recognize literary elements in stories, including setting, characters, plot, and mood.**
	3.1.5G.13	**Recognize figurative language in text (e.g., simile, metaphor, personification, alliteration.**
	3.1.5G.16	**Read regularly in materials appropriate for their independent reading level.**
	3.1.6D.3	**Read silently for the purpose of increasing speed, accuracy, and reading fluency.**
	3.1.6E.1	**Activate prior knowledge and anticipate what will be read or heard.**
	3.1.6E.2	**Vary reading strategies according to their purpose for reading and the nature of the text.**
	3.1.6E.3	**Reread to make sense of difficult paragraphs or sections of text.**
	3.1.6E.4	**Make revisions to text predictions during and after reading.**
	3.1.6F.2	**Infer specific word meanings in the context of reading passages.**
	3.1.6G.1	**Respond critically to an author's purpose, ideas, views, and beliefs.**
	3.1.6G.2	**Identify genre by their distinctive elements (e.g., tall tale exaggeration).**
	3.1.6G.7	**Identify and analyze features of themes conveyed**

		through characters, actions, and images.
	3.1.6G.11	Identify and analyze text types, formats, and elements in nonfiction.
	3.1.6G.12	Recognize characterization, setting, plot, theme, and point of view in fiction.
	3.1.6G.13	Recognize sensory details, figurative language, and other literary devices in text.
	3.1.6G.14	Identify and respond to the elements of sound and structure in poetry.
	3.1.6G.15	Analyze drama as a sourced of information, entertainment, persuasion, or transmitter of culture.
	3.1.6G.16	Identify and analyze elements of setting, plot, and characterization in plays that are read, written, or performed.
	3.1.6G.17	Explain ways that the setting contributes to the mood of a novel, play, or poem.
	3.1.6H.7	Compare themes, characters, settings and ideas across texts or works, and produce evidence of understanding.
	3.2.KD.1	Communicate personal response to literature through drawing, telling, or writing.
	3.2.3D.7	Respond to literature through writing to demonstrate an understanding of a text.
	3.2.4B.4	Build knowledge of the characteristics and structures of a variety of genres.
	3.2.4B.9	Examine real-world writing to expand knowledge of sentences, paragraphs, usage, and authors' writing styles.
	3.2.4D.2	Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.
	3.2.4D.6	Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text.
	3.2.6B.1	Expand knowledge of characteristics, structures, and tone of selected genres.
	3.2.6D.3	Develop and use knowledge of a variety of genres, including expository, narrative, persuasive, poetry, critiques, and everyday/workplace writing.
	3.3.KA.3	React to stories, poems, and songs.
	3.3.1D.1	Recite poems, stories, or rhymes orally (e.g., favorite nursery rhymes).
	3.3.1D.3	Retell a story to check for understanding.
	3.3.1D.4	Read aloud from developmentally appropriate texts with attention to expression.
	3.3.5A.4	Respond orally to literature.
	3.4.KB.1	Listen attentively to books teacher reads to class.
	3.4.KB.2	Answer questions correctly about books read aloud.
	3.4.1B.1	Listen to make predictions about stories read aloud.
	3.4.1B.3	Recall information from listening to stories, poems,

		television and film.
	3.4.1B.5	Respond appropriately to questions about stories read aloud.
	3.4.3B.2	Listen to a story read aloud and/or information from television, or film, and summarize main ideas.
	3.4.4A.1	Listen actively for a variety of purposes such as enjoyment and obtaining information.
	3.4.5A.5	Recognize the rich and varied language of literature (e.g., listen to a recording of poetry or classic literature).
	3.4.5B.1	Demonstrate competence in active listening through responding to a story, interview, or oral report (e.g., summarizing, reacting, or retelling).
	3.4.6A.1	Listen actively for a variety of purposes such as enjoyment and obtaining information.
	3.4.6A.5	Recognize the rich and varied language of literature (e.g., listen to a recording of poetry or classic literature).
	3.4.6B.1	Demonstrate competence in active listening through responding to a story, interview, or oral report (e.g., summarizing, reacting, retelling).
	3.5.KA.1	Make predictions about visual information (e.g., pictures in books).
	3.5.KA.2	Discuss favorite characters from books, film, and television.
	3.5.KB.2	Show understanding of purpose for pictures in books.
	3.5.1A.1	Retell the story from a favorite media program (e.g., television, movie).
	3.5.1A.6	Begin to recognize the work of a favorite illustrator.
	3.5.1A.7	Begin to compare and contrast media characters.
	3.5.2A.1	Speculate about characters, events and settings in books, film and television.
	3.5.2A.4	Recognize the work of a favorite illustrator.
	3.5.2B.3	Begin to look at the effects of visual arts on one's mood and emotions.
	3.5.3A.1	Begin to demonstrate an awareness of different media forms and how they contribute to communication.
	3.5.3A.2	Identify the central theme and main ideas in different media.
	3.5.3B.1	Recognize the effects of visual arts on one's mood and emotions.
	3.5.3B.2	Begin to explore and interpret messages found in advertisements and other texts.
	3.5.4A.2	Respond to and evaluate the use of illustrations to support text.
	3.5.4A.5	Identify the central theme in a movie, film, or illustration.
	3.5.4A.7	Demonstrate an awareness of different media forms and how they contribute to communication.
	3.5.4B.2	Explore and interpret various messages found in

		advertisements and other texts.
	3.5.4B.3	Discuss the emotional impact of photos and how they aid understanding.
	3.5.4B.4	Compare and contrast media sources, such as film and book versions of a story.
	3.5.4C.1	Express preferences for media choices.
	3.5.5A.1	Respond to and evaluate the use of illustrations to support text.
	3.5.5A.4	Identify the central theme in a movie, film, or illustration.
	3.5.5A.6	Demonstrate an awareness of different media forms (e.g., newspapers, Internet, magazines) and how they contribute to communication.
	3.5.6A.2	Use graphs, charts, and diagrams to report data.
	3.5.6A.1	Respond to and evaluate the use of illustrations to support text.
	3.5.6A.4	Identify the central theme in a movie, film, or illustration.
	3.5.6A.6	Demonstrate an awareness of different media forms (e.g., newspapers, Internet, magazines) and how they contribute to communication.
	3.5.6C.1	Express and justify preferences for media choices.
Mathematics	None.	
Science	None.	
Social Studies (6.2=Civics) (6.4 =United States/New Jersey History)	6.2.2D.2	Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples.
	6.2.4E.8	Identify aspects of culture and heritage presented in literature, art, music, sport, or the media.
	6.4.4A.1	Discuss how families long ago expressed and transmitted their beliefs and values through oral tradition, literature, songs, and community celebrations.
	6.4.4B.8	Discuss the value of the American national heritage including: • Diverse folklore and cultural contributions from New Jersey and other regions in the United States • History and values celebrated in American songs, symbols, slogans, and major holidays • Historical preservation of primary documents, buildings, places of memory, and significant artifacts

World Languages (7.1=Communication) (7.2= Culture)	Nov-Mid. 7.1.2/5B.5	Exchange basic information about the main characters, main idea and setting from age-appropriate, culturally authentic selections.
	C.1	Imitate, recite, and/or dramatize simple, poetry, rhymes, songs, and skits.
	C.3	Present orally or in writing information from age-appropriate, culturally authentic selections-grade level appropriate language arts literacy activities…
	Nov-High 7.1.4/A.6	Demonstrate comprehension of the main idea, and identify the principal characters in readings from age-appropriate, culturally authentic selections.
	B.5	Identify the main characters, main idea, setting, and important events found in age-appropriate, culturally authentic texts.
	C.3	Tell or retell stories using a guided format from age-appropriate, culturally authentic selections orally or in writing.
	Nov.-Mid 7.2.2/5/A.3	Identify aspects of the target culture(s) presented in photographs, children's books, and plays.
	B.2	Participate in a variety of oral and/or written activities after listening to age-appropriate, culturally authentic selections.
	C.2	Identify and reproduce expressive products typical of the target culture(s).
	Nov.-High 7.2.4/C.2	Describe and reproduce expressive products of the target culture(s).
Technological Literacy	None,	
Career Education and Consumer, Family and Life Skills	None.	

Standard 6: Strives for excellence in information seeking and knowledge generation
• Assesses the quality of the process and products of personal information seeking
• Devises strategies for revising, improving, and updating self-generated knowledge

Visual and Performing Arts	None.	
Comprehensive Health and Physical Education (2.2= Personal, Interpersonal, and Life Skills)	2.2.4B.2	Discuss how parents, peers, and the media influence health decisions and behaviors.
Language Arts Literacy (3.1=Reading) (3.2=Writing) (3.3=Speaking) (3.4=Listening)	3.1.12E.1	Identify, assess, and apply personal reading strategies that were most effective in previous learning from a variety of texts.
	3.2.2A.9	Reread drafts for meaning, to add details, and to improve correctness.
	3.2.2A.10	Focus on elaboration as a strategy for improving writing.
	3.2.3A.5	Revise a draft by rereading for meaning, narrowing the focus, sequencing, elaborating with detail, improving openings, closings, and word choice to show voice.
	3.2.3A.9	Use reference materials to revise work, such as a dictionary or internet/software resource.
	3.2.3A.12	Understand and use a checklist and/or rubric to improve writing.
	3.2.3A.13	Reflect on own writing, noting strengths and areas needing improvement.
	3.2.3B.5	Apply elements of grade-appropriate rubrics to improve writing.
	3.2.4A.5	Revise drafts by rereading for meaning, narrowing the focus, elaborating, reworking organization, openings, and closings, and improving word choice and consistency of voice.
	3.2.4A.6	Review own writing with others to understand the reader's perspective and to consider ideas for revision.
	3.2.4A.7	Review and edit work for spelling, mechanics, clarity, and fluency.
	3.2.4A.8	Use a variety of reference materials to revise work, such as a dictionary, thesaurus, or internet/software resources.
	3.2.4A.10	Understand and apply elements of grade-appropriate rubrics to improve and evaluate writing.
	3.2.4A.11	Reflect on one's writing, noting strengths and areas

		needing improvement.
	3.2.4B.3	Craft writing to elevate its quality by adding detail, changing the order of ideas, strengthening openings and closings, and using dialogue.
	3.2.4C.10	Use a variety of reference materials, such as a dictionary, grammar reference, and internet/software resources to edit written work.
	3.2.5B.6	Sharpen focus and improve coherence by considering the relevancy of included details and adding, deleting, and rearranging appropriately.
	3.2.6A.7	Revise drafts by rereading for meaning, narrowing focus, elaborating and deleting, as well as reworking organization, openings, closings, word choice, and consistency of voice.
	3.2.6A.9	Review and edit work for spelling, usage, clarity, organization, and fluency.
	3.2.6A.12	Understand and apply the elements of a scoring rubric to improve and evaluate writing.
	3.2.6B.6	Sharpen focus and improve coherence by considering the relevancy of included details and adding, deleting, and rearranging appropriately.
	3.2.6C.9	Use a variety of materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.
	3.3.3D.2	Attempt to revise future presentations based on feedback from peers and teacher.
	3.3.4D.7	Understand and use criteria for a rubric to improve an oral presentation.
	3.3.5B.4	Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.
	3.3.5B.5	Reflect and evaluate information learned as a result of the inquiry.
	3.3.5D.10	Incorporate peer feedback and teacher suggestions for revisions in content, organization and delivery.
	3.3.6D.9	Incorporate peer feedback and teacher suggestions for revisions in content, organization and delivery.
	3.4.5A.7	Use, when appropriate, criteria/rubric to evaluate oral presentations, such as purpose, delivery techniques, content, visual aids, body language and facial expressions.
	3.4.6A.7	Use, when appropriate, criteria/rubric to evaluate oral presentations, such as purpose, delivery techniques, content, visual aids, body language and facial expressions.
	3.5.5C.3	Use a rubric to evaluate the content of media presentations.
	3.5.6C.3	Use a rubric to evaluate the content of media presentations.

Mathematics	**None.**	
Science	**None.**	
Social Studies (6.1=Social Studies Skills) (6.2=Civics) (6.3=World History) (6.4 =United States/New Jersey History) (6.5=Economics) (6.6=Geography)		**As noted in the Introduction to the NCCCS Social Studies , under The Vision:** **"Develop critical thinking skills which enable them to function as lifelong learners and to examine and evaluate issues of importance to all Americans…"** **and The Revised Standards:** **"Social studies instruction can be based on one or more of these core disciplines or on a combination of these in the problem-solving or inquiry mode…"** **As noted in descriptive statements introducing each standard.**
World Languages	**None.**	
Technological Literacy	**None.**	
Career Education and Consumer, Family and Life Skills	**None.**	

Standard 7: Recognize the importance of information to a democratic society

- Seeks information from diverse sources, contexts, disciplines, and cultures
- Respects the principle of equitable access to information

Visual and Performing Arts (1.1=Aesthetics) (1.4=Critique) (1.5=World Cultures, History, and Society)	**1.1.4B.2** **1.1.6B.3** **1.4.6B.3** **1.5.2A.1** **1.5.4A.1** **1.5.4B.1** **1.5.4B.2** **1.5.6A.1** **1.5.6B.1**	**Compare and contrast works of art that communicate significant cultural meanings.** **Examine how exposure to various cultures and styles influence individual's feelings toward art forms and artworks.** **Consider the impact of traditions in the critique of works of art.** **Recognize works of art from diverse cultures.** **Identify works of art from various historical periods and diverse cultures.** **Describe the general characteristics of artworks from various historical periods and world cultures.** **Examine art as a reflection of societal values and beliefs.** **Reflect on a variety of works of art representing important ideas, issues, and events in a society.** **Compare and contrast the contributions of significant artists from an historical period.**
Comprehensive Health and Physical Education (2.1=Health Promotion) (2.2= Personal, Interpersonal, and Life Skills)	**2.1.4F.2** **2.2.6E.7**	**Discuss how culture, peers, and the media impact the way individuals communicate and express emotions, and how emotions can affect communication, choices, and behaviors.** **Discuss local and state laws that impact personal, family, and community wellness and formulate ways that individuals and groups can work together to improve wellness.**
Language Arts Literacy (3.1=Reading) (3.5=Viewing/ Media Literacy)	**3.1.4G.1** **3.1.4G.4** **3.1.6G.6** **3.5.6A.7**	**Discuss underlying themes across cultures in various texts.** **Understand author's opinions and how they address culture, ethnicity, gender, and historical periods.** **Recognize and understand historical and cultural biases and different points of view.** **Understand uses of persuasive text related to advertising in society.**
Mathematics	**None.**	
Science (5.2=Science and Society) (5.10=Environmental Studies)	**5.2.4A.1** **5.2.4B.1** **5.10.2B.1**	**Describe how people in different cultures have made and continue to make contributions to science and technology.** **Hear, read, write, and talk about scientists and inventors in historical context.** **Identify various needs of humans that are supplied by**

		the natural or constructed environment.
	5.10.4B.1	Explain how meeting human requirements affects the environment.
	5.10.6B.1	Describe the effect of human activities on various ecosystems.
	5.10.6B.2	Evaluate the impact of personal activities on the local environment.
Social Studies (6.2=Civics) (6.4 =United States/New Jersey History) (6.5=Economics) (6.6=Geography)	6.2.2A.3	Describe how American citizens can participate in community and political life.
	6.2.2E.2	Identify traditions and celebrations of various cultures (e.g., Chinese New Year, Cinco de Mayo).
	6.2.4B.3	Describe how American values and beliefs, such as equality of opportunity, fairness to all, equal justice, separation of church and state, and the rights guaranteed by the United States Constitution and the Bill of Rights, contribute to the continuation and improvement of American democracy.
	6.2.4B.4	Evaluate the importance of traditions, values, and beliefs which form a common American heritage in an increasingly diverse American society.
	6.2.4E.6	Explain why it is important to understand diverse peoples, ideas, and cultures.
	6.2.4E.7	Explain that even within a culture, diversity may be affected by race, religion, or class.
	6.2.4E.9	Examine common and diverse traits of other cultures and compare to their own culture.
	6.2.4E.10	Use technology to learn about students and their families in other countries through classroom links, email, and Internet research.
	6.4.4A.5	Explain that Americans have come from different parts of the world and have a common American heritage, in addition to the heritage of the countries of origin.
World Languages (7.2= Culture)	Novice 7.2.2/5/C.3	Participate in age-appropriate activities related to special events celebrated in the target culture(s).
	Nov.-High 7.2.4/C.3	Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S.
Technological Literacy	None.	
Career Education and Consumer, Family and Life Skills	None.	

NEW JERSEY CORE CURRICULUM CONTENT STANDARDS MATRIX
Information Literacy Standards for Student Learning and the Revised (2002-2004)
New Jersey Core Curriculum Content Standards
Standard 8: Practice ethical behavior in regard to information and information technology

• Respects the principles of intellectual freedom
• Respects intellectual property rights
• Uses information technology responsibly

Visual and Performing Arts	**None.**	
Comprehensive Health and Physical Education	**None.**	
Language Arts Literacy (3.2=Writing)	**3.2.5B.8**	**Prepare a works consulted page for reports or research papers.**
	3.2.6B.8	**Prepare a works consulted page for reports or research papers.**
	3.2.6D.7	**Write reports based on research with a scope narrow enough to be thoroughly covered, supporting the main ideas or topic with facts, examples, and explanations from authoritative sources, and including a works consulted page.**
	3.2.6D.8	**Write persuasive essays with clearly stated positions or opinions supported by organized and relevant evidence to validate arguments and conclusions, and sources cited when needed.**
Mathematics	**None.**	
Science (5.1=Scientific Processes)	**5.1.4A.3**	**Recognize that when a science investigation is replicated, very similar results are expected.**
Social Studies	**None.**	
World Languages	**None.**	
Technological Literacy (This computer and information literacy standard is designed to be integrated and applied in all of the content areas of the Core Curriculum Content Standards.)	**8.1.4B.2**	**Recognize and practice responsible social and ethical behaviors when using technology and information, and understand the consequences of inappropriate use.**
	8.1.4B.3	**Practice appropriate Internet etiquette.**

| Career Education and Consumer, Family and Life Skills (This consumer, family, and life skills standard is designed to be integrated and applied in all of the Core Curriculum Content Standards.) | 9.2.4D.3 | **Identify ethical behaviors in the home, school, and community.** |
| | 9.2.4D.4 | **Explain a person's responsibility to obey the laws and regulations.** |

Standard 9: Participates effectively in groups to pursue and generate information

• Shares knowledge and information with others
• Respects others' ideas and backgrounds and acknowledges their contributions
• Collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions

Visual and Performing Arts	**None.**	
Comprehensive Health and Physical Education (2.2= Personal, Interpersonal, and Life Skills)	**2.2.4A.2**	**Present health information, orally, and in writing, to peers.**
	2.2.6E.7	**Discuss local and state laws that impact personal, family, and community wellness and formulate ways that individuals and groups can work together to improve wellness.**
Language Arts Literacy (3.2=Writing) (3.3=Speaking)	**3.2.2A.11**	**Participate with peers to comment on and react to each other's writing.**
	3.2.3A.6	**Participate with peers to comment on and react to each other's writing.**
	3.2.3B.4	**Present and discuss writing with other students.**
	3.2.4A.6	**Review own writing with others to understand the reader's perspective and to consider ideas for revision.**
	3.3.KA.1	**Share experiences and express ideas.**
	3.3.KA.2	**Participate in conversations with peers and adults.**
	3.3.KB.1	**Share in conversations with others.**
	3.3.1B.1	**Respond to ideas and questions posed by others.**
	3.3.1B.2	**Ask and answer various types of questions.**
	3.3.2A.2	**Begin to stay focused on a topic of discussion.**
	3.3.2A.3	**Offer personal opinion related to topics of discussion.**
	3.3.2A.4	**Wait their turn to speak.**
	3.3.2B.1	**Ask for explanation to clarify meaning.**
	3.3.2B.2	**Respond to ideas posed by others.**
	3.3.2B.3	**Restate to demonstrate understanding.**
	3.3.2D.3	**Talk about an experience or work sample in front of a small group.**
	3.3.3A.1	**Listen and follow a discussion in order to contribute appropriately.**
	3.3.3A.3	**Take turns.**
	3.3.3B.2	**Contribute information, ideas, and experiences to classroom inquiry.**
	3.3.4A.3	**Take turns without dominating.**
	3.3.4B.1	**Develop questioning techniques (e.g., "who, what, when, where, why, and how" questions).**

	3.3.4B.2	**Use interview techniques to develop inquiry skills.**
	3.3.4B.3	**Explore concepts by describing, narrating, or explaining how and why things happen.**
	3.3.4B.4	**Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.**
	3.3.4B.5	**Reflect and evaluate information learned as a result of the inquiry.**
	3.3.4B.6	**Solve a problem or understand a task through group cooperation.**
	3.3.5B.6	**Solve a problem or understand a task through group cooperation.**
	3.3.6B.6	**Solve a problem or understand a task through group cooperation.**
Mathematics	**None.**	
Science (5.1=Scientific Processes)	**5.1.4A.4**	**Know that when solving a problem it is important to plan and get ideas and help from other people.**
Social Studies (6.6=Geography)	**6.6.2D.1**	**Identify the modes of communication used to transmit ideas.**
World Languages	**None.**	
Technological Literacy (This computer and information literacy standard is designed to be integrated and applied in all of the content areas of the Core Curriculum Content Standards.)	**8.1.4B.9**	**Solve problems individually and/or collaboratively using computer applications.**
Career Education and Consumer, Family and Life Skills	**None.**	

APPENDIX

FORM A

REQUEST FOR RECONSIDERATION OF WORK
(Attach extra pages if needed to complete statements)

Author, composer, producer, artist, etc:

Title:

Publisher (if known):

Request initiated by :

Telephone:

Address:

Complainant represents: Self

                     Organization (Name):

                     Other group (Identify):

1. To what in the work do you object? Please be specific, cite exact sections.

2. What of value is there in this work?

3. What do you feel might be the result of reading, viewing, or listening to this work?

4. For what age group would you recommend this work?

5. Did you read, view, or listen to the entire work?

     If no, what pages or section did you read?

6. Are you aware of the judgment of this work by critics?

7. Are you aware of the teacher's purpose in using this work?

8. What do you believe is the theme of purpose of this work?

9. What would you prefer the school do about this work?

_____Do not assign or recommend it to my child.

_____Withdraw it from all students.

_____Send it back to the proper department grade level for re-evaluation.

10. In its place, what work of equal value would you recommend that would convey as valuable of picture and perspective of a society or set of values?

Signature of Complainant _____Date_____

FORM B

MATERIALS EVALUATION COMMITTEE REPORT
(Attach extra pages if needed to complete statements)

Physical description of challenged material: (author, title, publisher, copyright, producer, etc.)

Justification for inclusion of material (include theme and purpose)

Critics judgment of materials: (If possible include copies of reviews indicating the source)

Materials Evaluation Committee's decision and comments: (include statements from majority and minority positions)

Signatures of Committee Members

_____   _____

_____   _____

_____   _____

_____   _____